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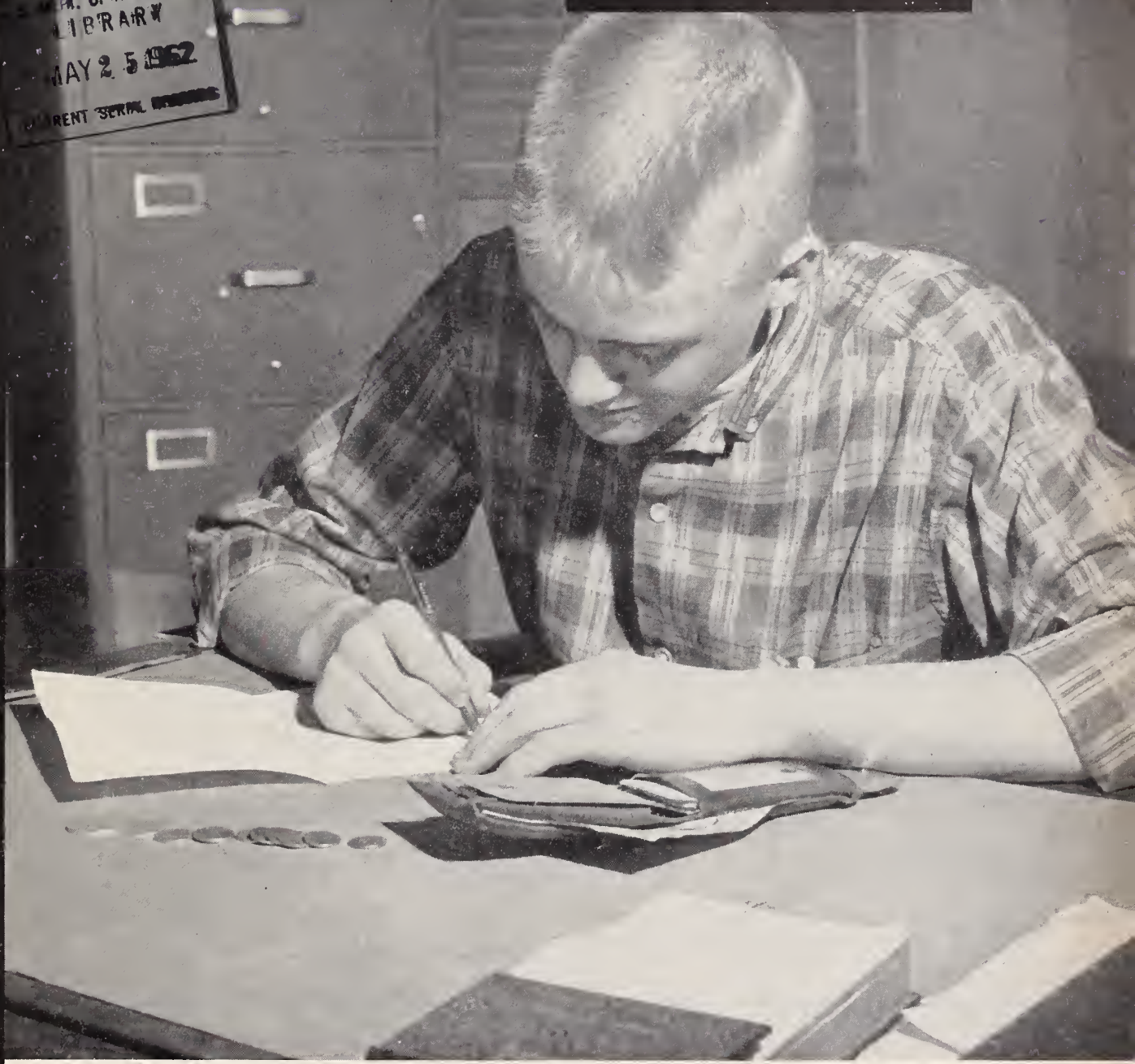
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# EXTENSION SERVICE *Review*

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Money Management for 4-H Boys, page 81





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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

**The Extension Service Review** is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

**Vol. 33**

**April 1962**

**No. 4**

#### **EAR TO THE GROUND**

"The King was in his counting house, counting out his money . . ." Our young "King" on the cover is Dick Black of Monticello, Iowa, counting out his money and keeping track of where it goes. This is part of Jones County's money management program for 4-H boys.

We could probably all take a lesson from this group of youngsters. They're learning early how important it is to know how much money you have, where you want it to go, and where it actually does go.

Early in April a national weekly magazine devoted a whole issue to Your Money—How to: stretch it, save it, and survive without it. In it, financial counselor Lindsay Hamilton gives Americans some straight-from-the-shoulder advice.

Hamilton says, "It is incredible how unrealistic . . . Americans can be. Nine out of 10 of us don't even have a money objective. You have to sit down and decide what you want to be in 5, 10, 15 years. . . . Once you know what you want, you should set up a plan to help you achieve it—a plan that can be revised when anything happens, like a new baby, a burned house, a smashed car. A lot of things can happen to a budget."

Why do we find it so hard or frightening to think of management and budgets? We can't begin to answer that here. But it's true that most of us find pure management a pretty hard pill to swallow.

Putting management in terms of everyday life may be sugar-coating the pill, but it certainly can make it more palatable. And maybe by starting young these Iowa youngsters will have an advantage over future management problems.

There's just no escaping management; it's a part of everything we do every day. Likewise, as the Scope Report Guide says, "No area of subject matter exists which does not have management as an integral part."

Dean Grace Henderson of Pennsylvania says in her article, "It has long appeared to me that the process of management is, at heart, the process of decision-making, reflective thinking, or creative effort."

Management of thoughts, energy, resources, and other elements of life are touched on in the articles in this issue.

In the next issue, the Review salutes the U. S. Department of Agriculture Centennial anniversary.—DAW

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.





# The EDUCATOR'S RESPONSIBILITY in the Decision-Making Process

by GRACE M. HENDERSON, Dean, College of Home Economics, Pennsylvania

IT HAS long appeared to me that the process of management is, at heart, the process of decision-making, reflective thinking, and creative effort. And these are at the center of education at all levels, whether through community development programs, farm or home improvement projects, or postgraduate study.

Is it the job of a university to promote specific lines of conduct, whether with relation to moral issues, adoption of recommended practices, increased sales, or regurgitation of lecture and reading notes upon examination? Or, is a university in all its branches (resident education, extension, and research) expected to lead in honest searching for relational factors as bases for predicting outcomes of specific action, and honest searching for truth, on the part of both faculty and students (extension representatives and cooperators)?

As long as we hold to our ideal of freedom of individuals, communities, and institutions to determine their own directions, the answers to these questions doubtless will vary.

Our ideal is a free society, where citizens are free and responsible in decision making and action. We

wouldn't trade our freedom at any price for a society where the major decisions are made for the people and followup action is dictated.

But lasting and strong free societies can develop only when men and women are deeply concerned about the total group, not about themselves alone. And, people must be able to predict the results of proposed actions and make responsible decisions in the light of the group's aims, purposes, goals, and ideals. This is management; this is creativity.

## Choice of Roles

Universities, with their great extension services and programs of resident education, can to a considerable degree lead people in one direction or another. They can give directions and rules or laws; become corps of authority, direction-giving, and selling. Or they can accept the role of "proposer of alternatives"—alternative goals and values, alternative solutions, alternative factors for consideration and experimentation, alternative generalizations by experts.

In the latter role, universities can encourage experimentation, reflective

thinking, and responsible decision-making. These are, in essence, one and the same. They represent a scientific approach to decision-making, guided by a clarifying philosophy. They involve the same essential steps, no matter what the question or methods of collecting and summarizing data.

There are five steps which the extension and resident branches of universities can help individuals, families, neighborhoods, and communities take effectively.

- Identify problems, forks in the road, points of choice, and issues calling for decision-making.
- Identify alternative solutions for these problems.
- Identify the relevant factors, such as: the assumptions underlying the several proposed solutions; the cost of each proposed solution in time and money; the availability of needed personnel, talent, and material.
- Identify the values, satisfactions, purposes, and goals toward which the alternative solutions lead; the advantages and disadvantages of each; and, indeed, the relative importance of the problem itself.
- Encourage individuals, families, business leaders, and communities to experiment with alternative solutions—through discussion in which results and satisfactions are anticipated, or through actual trial in the home, shop, or laboratory.

Serious experimenting calls for backgrounds of knowledge of the findings of previous experimenters. This knowledge may be found in libraries, bulletins, or lectures.

Serious experimenting also calls for recording procedures and results, summarizing findings, and evaluating the end product in relation to values and goals.

Thoughtful experimentation will inevitably end in identification of new problems and redefinition of the old ones. This is actually the process of research. And it is inherent in good teaching, whether in extension or resident education.

The measure of success in such an educational program is not the adoption of recommended practices or the

(See *Educator's Role*, page 86)



*Editor's Note: Dr. Aker was a graduate student in adult education at the University of Wisconsin at the time this article was written.*

**S**top!! We have been traveling down this same old road for years, and never once asked ourselves whether or not there is a shorter route, a better road, or a more effective means of reaching our destination.

How many extension workers are in a rut like this? If this has happened to you, perhaps the "Evaluation Attitude" can help start you on the road to progress.

Sometimes the well-worn road becomes so easy to follow that we fail to recognize alternative routes. They offer an uncertain, yet challenging and possibly more desirable, path to our destination.

### ***For Intelligent Change***

Are we fully aware of our goals and our progress toward them? Or do we uncritically use the same time-proven methods toward the same time-honored goals simply because they seemed useful and desirable in the past?

Rapid and profound changes are creating new and different needs and desires within our society. These, in turn, are leading to demands on extension educators that go beyond tradition and custom.

Are we prepared to meet the challenging demands of a changing society? If we mean to develop programs that rise above tradition and custom, we must be constantly alert to the dangers and pitfalls of the old road. We must be willing to acquire the "evaluation attitude."

We must ask ourselves whether or not we constantly examine and evaluate our own efforts, objectives, goals, and methods. Have we developed an attitude that enables us to examine our professional activities in order to fulfill our obligation to society?

To answer these questions affirmatively, we must acquire the "evaluation attitude."

This attitude can be thought of as an inclination to continuously examine and analyze our educational efforts. The extension worker with this attitude will want to identify evi-



by **PATRICK G. BOYLE**, Extension Education Specialist, Wisconsin, and **GEORGE F. AKER**, Professor of Adult Education, Florida State University

dence that can serve as measures of progress toward objectives.

He will be constantly aware of the specific objectives of his educational programs and will continuously measure progress toward these objectives. He will clearly understand the relationship of his particular program to those of other agencies and to the overall goals of adult education. He will welcome the opportunity to use innovation and imagination to acquire new ideas and fresh insights in developing extension programs. He will gain confidence with an accurate awareness of his role as an adult educator.

The literature of recent years reveals an increasing emphasis on evaluation. But evaluation in educational work is not new.

Through the years, we have developed a greater understanding of its meaning and significance, and a greater sophistication in the way we do it. We are rapidly expanding our knowledge and developing new techniques for more effective evaluation.

Unfortunately, some extension workers see evaluation as a highly complicated process best left to the

"expert" and "specialist." Nothing could be further from the truth.

Increasing demands on extension personnel make it imperative that we be effective. And to be effective we must have the "evaluation attitude" about what we do and how we do it. We cannot afford to wait for perfection of evaluative instruments before we critically examine and evaluate our current education endeavors.

### ***Natural Activity***

Evaluation is an inherent part of human behavior. We usually apply it naturally in our everyday activities. Man sets goals, and consciously or unconsciously, he evaluates his success or failure in achieving those goals.

One doesn't have to tell a hungry person that he needs food. He doesn't have to specify his objectives as locating and consuming food. After a hearty meal, he doesn't have to consciously express the opinion that the sirloin was the most appropriate means for reducing his hunger drive. Nevertheless, evaluation has occurred.

When we change our habits, it is likely that we have utilized evalua-



tion. Redirecting our behavior may attain a more satisfactory solution to our problems, more effectively achieve our goals, or change our objectives.

Appraisal of the situation, followed by a value judgment concerning an appropriate action, constitutes evaluation at still a higher level.

At the highest level of awareness and consciousness the extension worker with the "evaluation attitude" will constantly apply the principles of scientific analysis and inquiry in order to evaluate his educational activities.

If evaluation is such a natural part of human behavior, why do we so often neglect to evaluate our professional educational attempts? Do we sometimes suppress our natural tendencies for evaluation?

### **Barriers to Evaluation**

There are four possible barriers to effective evaluation—tradition, security, understanding, and status.

As educators we tend to follow *tradition* in providing educational programs. It is easier to provide certain educational opportunities on a recurring basis.

Evaluation can help us determine progress within a program and, thereby, enable us to see if we are achieving our objectives. More important, evaluation can provide the information necessary to intelligently change our objectives to more effectively serve our clientele.

To overcome the barrier of tradition, we must continuously examine the means and ends of our educational programs.

The feeling of *security* derived from established habits and programs, and the desire to avoid any threat to that feeling could inhibit evaluation.

By approaching our activities with the "evaluation attitude," we can sort out our real accomplishments. Then we can feel justifiably proud and secure in our contributions to society.

Teaching is successful when it contributes to change in a desired direction. However, evidence of progress is not always obvious. The extension worker often does not recognize when learning has occurred, and sometimes he does not *understand* what kind of

(See *Evaluation Attitude*, page 84)

# The STATURE of Professional Improvement

by JOHN H. NOYES, Extension Forester, Massachusetts

*Editor's Note: The following was adapted from Mr. Noyes' paper presented to the New England Section, Society of American Foresters in March 1961.*

**M**ANY new graduates leave college steeped in technical knowledge and possessing a variety of unpolished skills. However, much of this knowledge and many of these skills will be outmoded in a relatively short time.

The gates to knowledge have always been wide open. But the pathways leading to, and through, these gates have never been as crowded as they are today.

In this competitive world, knowledge and stature have much in common. Knowledge develops through the processes of education, and, if effective, results in change. Change, then, is an end-product of education.

For example, generations of physics students have been taught that nothing could be colder than 273° below zero centigrade. That was said to be absolute zero. But a few years ago a temperature range that reaches below absolute zero was found. The laws of thermodynamics are now modified to deal with this new knowledge.

### **Progressive Attitude**

Many more examples could be cited illustrating the need for change—and that education in itself demands change.

When a man permits no change, he may become totally unproductive. All traits which exclude change are in direct opposition to the positive aspects of professional improvement. Our beliefs can be based upon the most reliable evidence available, even though future evidence may require their revision.

What is professional improvement? For most of us it means simply, continuing adult education. Education is a life-long process and we must think of continuing adult education as an

integral part of our educational system and responsibility.

Why professional improvement? Reasons for continuing adult education are numerous. Keeping abreast of change is perhaps first. Obtaining information not obtained in college is another.

Too many graduates today are coming out of college trained primarily in skills that can be picked up "on-the-job." Their college courses left them lacking in the arts, sciences, and humanities necessary for the development of successful administrators and leaders in industry.

Business looks for many attributes when hiring personnel. One fundamental characteristic relates to a prospective employee's ability to grow with the business. But to be eligible for growth, one must obtain broad basic fundamentals in formal education which are needed for his continuing development.

Other good reasons for continuing education are the development of mental powers relating to understanding, increased earning power, and stature in the community and within one's self in developing good character with emphasis on the recognition and acceptance of responsibilities.

How can we perform well if we continue to practice what was learned 20 years ago when since then new processes, methods, and technology have been developed?

Opportunities for professional improvement are constantly at hand.

Easiest to obtain are current literature especially related to specific professional interests. Magazines, bulletins, special releases, professional journals, and texts are always available. Support of professional organizations can be rewarding in this respect.

Many colleges and universities conduct conferences, workshops, and

(See *Stature*, page 86)



# “One Plus One Equals Three”

by HOWARD DAIL, Extension Information Specialist, California

**T**wo counties are better than one when it comes to setting up test plots on aphid-resistant alfalfa varieties and publicizing the results.

This is what two California farm advisors, who collaborated on alfalfa tests in 1960, 1961, and 1962 and then did a bang-up job of publicizing the results, believe. The farm advisors are O. D. McCutcheon of Kings County and William R. Sallee of Tulare County. The two counties adjoin and share several similar crop problems.

The two farm advisors faced this problem: Despite the development of aphid-resistant alfalfa varieties, many growers — approximately half — were still growing susceptible varieties.

If the operator of a ranch were constantly alert during the growing season and applied chemical controls at the exact time, nonaphid-resistant varieties could be grown profitably. But these were big “ifs.” And the advisors knew that aphids would build resistance to chemicals and that chemicals cost money.

So resistant varieties seemed to the advisors to be the more logical solu-

tion. But how to convince growers quickly, that was the question.

The two advisors and Extension Agronomist Vern L. Marble decided to seek a bi-county demonstration farm. There they could establish carefully controlled test plots of four varieties — three resistant and one susceptible.

## Bi-County Plan

A ranch was located—convenient for the two counties and with an owner willing to put on a large scale demonstration. The plots were planned so regular haying equipment could be used and conditions like those the farmer encounters in his field would exist.

As the advisors expected, the tests in 1960 proved the superiority of all three resistant varieties over the susceptible one. Although the tests were only for 1 year, the advisors decided they were conclusive enough to inform growers.

Only 15 or 20 people were expected to attend the meeting, but 65 showed

up. Encouraged by the attendance and interest, the advisors decided to continue the tests 2 more years and to begin publicizing the results.

Local radio stations and newspapers were used to get information to local growers. The advisors also presented interviews over a regional radio station and invited a reporter from a regional newspaper to see and write about the results. The advisors prepared releases for regional use and an information specialist assisted with a feature article for regional and statewide farm paper use.

## Snowballing Publicity

A regional television station asked for a program. The two advisors carefully planned it with demonstration materials taken from the test field. Advisor newsletters contained much information on the test results.

A meeting with seed dealers and seed salesmen was included in the communication program. Thirty representatives showed up for a dinner meeting at which the advisors presented much of the material they had given on television. Questions from the 30 dealers and salesmen kept them busy for another hour.

One particular point emphasized at the meeting was that growers should insist on certified seed, as an added insurance, when buying resistant variety seed.

The publicity program snowballed. Requests for presentations at meetings increased; more stories and reports were requested. This continued through the second year of the field tests and into 1962.

The advisors believe that 1962 seedings in the two counties will consist largely of the resistant varieties.

They also believe that combined efforts were more productive than if each advisor had worked alone. In the future, the staffs of the two counties will consider possibilities for more joint action. ■



San Joaquin Valley alfalfa growers see the results of field trials run jointly by farm advisors William R. Sallee of Tulare County (pointing out yield figures) and O. D. McCutcheon of Kings County (holding the chart).



# Exchange Agent "Captured" Texans

by A. B. KENNERLY, Assistant Extension Editor, Texas

THERE is no greater program affecting our international relations in Extension than training exchange agents," says J. D. Prewit, associate director for Agricultural Extension at Texas A. & M. College.

"In addition to the training in our extension methods, the visiting agents from other countries also gain a much better concept of the American way of life."

"When I arrived in Washington, D. C., there was a telegram waiting to greet me to America from the people of Comanche County," M. C. Channaraj Ars of India reveals. "To get the telegram made me happy, and when I counted the long list of people who had sent the telegram, I found there were 215 names."

## Preparation Pays Off

Thorough preparation for the visit of Ars, on the part of County Agent Angus Dickson accounts for a large part of the success of Ars' work as visiting county agent in Comanche County, Texas.

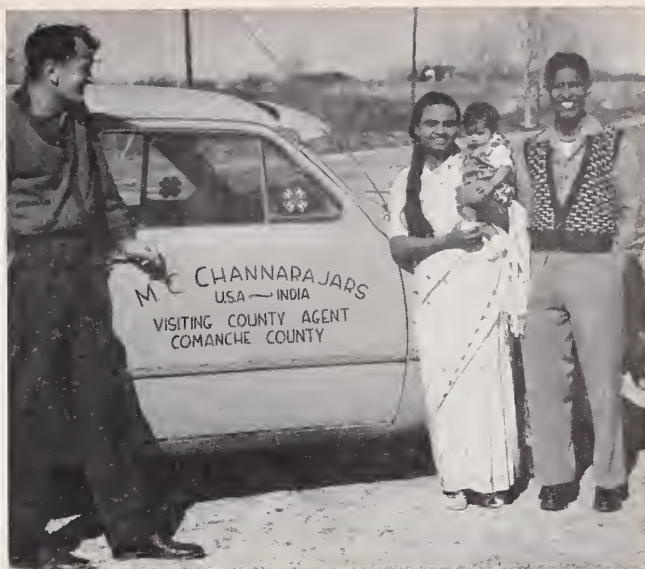
Behind the idea of welcoming Ars with the telegram, was much patient work by Dickson. He had visited the county judge and commissioners with District Agent R. G. Burwell to gain their acceptance of the plan. Ars was coming as an associate county agent under the ICA exchange program.

Soon afterward Dickson visited each community. That was in December 1960; Ars was to arrive in February 1961.

He took to the communities as much information as he could obtain about the visitor from India. He also took along a picture of Ars.

"Such preparation is basic to all extension work," Prewit says. "Dickson planned carefully; he involved the people; he explained the purpose; and he carried through with his program."

Advance planning and footwork by County Agent Angus Dickson (left) led to the successful training experience of M. C. Channaraj Ars from India. Comanche County people loaned Ars a car and brought his wife to the U. S. where their daughter was born.



Prewit describes the kind of county he would select for such training of foreign nationals: a county where there is a well-balanced extension program, where agents are working as a team, and where there has been good leadership training in organized communities.

## Exchangee's Experience

When Ars arrived, he immediately became involved in his work. As rapidly as people accepted the young man (31) with the genial smile, he assisted them in establishing demonstrations. Ars visited 4-H and home demonstration clubs; he visited civic clubs and each made him an honorary member.

Ars experienced one difficulty—he had no car. So his visits were limited to trips with other agents.

Friends of Extension soon took care of this by presenting Ars with a car to use during the year he would be in Texas. When Ars returned the car before he returned to India, the speedometer showed another 15,000 miles of travel.

Trips into the wheat country showed Ars how America grows its wheat—in comparison with the fields of less than 15 acres in his native land. Trips into the rice belt along the Texas Gulf Coast revealed new methods in large-scale production—compared to the half-acre to five acres in India.

"If each of our families could have 50 acres, how much they could improve their living," he exclaimed after one of these journeys.

Ars likes the way our agricultural system works. "It is impressive how your credit system encourages farmers to make improvements so rapidly," he observed.

"We do not have in India so many farm organizations; some farmers here belong to as many as four or five. A good marketing system helps American farmers to have a better chance of selling on fair terms. A good rural electrification network carries power to every farm."

## American Reactions

Word spread quietly through the county that Ars' wife, back in India, was expecting an addition to the family. A few days and \$1,300 later, the county sent for Pache to come to Texas.

More than 750 Comanche County people, interested individuals and groups, contributed to bring the couple together. Churches, civic organizations, clubs, and school children took part. More than 50 of these friends met her plane at Dallas.

When their daughter was born, she was named Comanche for the town and county. Little Comanche was made a Texas citizen by birth. Friends showered gifts on the mother.

(See Agent "Captured," page 84)



## 4-H FIND THEIR OWN LEADERS

by **ROBERT SAMPSON**, Associate County Agent, Spink County, South Dakota

**I**F your county is anything like ours, you've discovered it's much easier to find 4-H club members than good 4-H club leaders.

If the population in your county is anything like ours, there are plenty of capable adults who have excellent leadership qualities. But they are not likely to volunteer their services.

However, if the adults in your county are anything like ours, they simply cannot turn down a request to lead a club when it comes from the 4-H'ers themselves.

That, in a nutshell, is the way we recruit 4-H leaders. And it works.

It takes more than leadership, however, for a club to be a success. It takes a little special effort on the part of the agent to see that the club gets off to a good start.

### *Preliminary Organization*

We find it pays to keep eyes and ears open constantly for clues that a community is interested in forming a new 4-H club. Once the interest is detected, we get a list of all eligible boys and girls in the area. We also get the names of parents.

At this first meeting the home agent and I explain the 4-H program—stressing the educational organization, skills, and opportunities for social growth found in 4-H. We stress the importance of parent cooperation with both the leader and club members in the family.

We ask these future 4-H members to think about whom they want as their leader. We ask them to pick a roll call topic for their first meeting and to think of a club name they will be proud of.

We begin the second meeting with colored slides of recent 4-H club activities in the county. Pictures of 4-H Rally Day, county club camp, tractor driving contests, judging schools, the county 4-H picnic, club tours, achievement days, and State fair activities are included.

As we view the slides we talk about the various 4-H projects and activities. A question and answer period follows.

Then comes the biggest question of the meeting. Who will be the leader? We usually attempt to line up a likely leader before the meeting. But the

problem of who will lead the club is usually solved by the potential 4-H members themselves.

### *4-H Choice*

When the youngsters nominate an adult from the floor, it seems that the individual can't turn the kids down. It is tough to say "no" to a group of eager children in a situation like this!

After the leader has been selected, we move on to the task of picking a name for the club and election of officers. Before the election we explain carefully the importance of each office and what the officer is expected to do. The new president takes over the remainder of the meeting.

Before the third meeting we hold a conference with the new leader. Here we explain 4-H policy and principles of the program. During the next meeting we help enroll club members in various projects, show a movie on the 4-H program, and give a demonstration.

### *Quality Leadership*

What kind of leadership do we end up with by using this technique? We have a county Farm Bureau president, a State Worthy Grand Patron, three school board presidents, two county school board members, Soil Conservation District supervisors, veterans agriculture teachers, Farmers Home Administration supervisors, Farmers Union president, officers in livestock breeding associations, township supervisors, two District Masters of Masonic Lodge.

Several leaders are high school teachers; some are college students, extension board members, county commissioners, ASC county committeemen, county weed supervisor, businessmen, homemakers, school bus drivers, grocery store clerks.

I read once that the leader is usually the "busiest individual in the community." Although there are certainly exceptions, 4-H club leaders in Spink County seem to fit that description.

These 4-H leaders are some of the best you will find anywhere! And certainly they are among the busiest. ■



# Money Management for 4-H Boys

by **DAVID H. HAMMOND**,  
Jones County Extension  
Associate, Iowa

**M**ONEY always seems to be in short supply. How to get the most from money is the problem of all youth.

Money slips through the fingers of today's youth and few really know exactly where it went. Many would be surprised if they knew just how much they spent in a week or month.

To help 4-H boys learn some things about money and their own finances, the Jones County club members are studying money and how to manage it.

## *Designed for the Future*

Money Management was selected as the special emphasis program for 1962. This program is designed to help members understand just what money is, how money is handled, and where their money goes. It is also aimed to give the 4-H'ers some guides to help them plan their spending.

Behind this program was the belief that all these 4-H'ers will someday have their own finances, perhaps their own businesses, to manage. Good habits and principles learned young can become a lifelong asset.

Management in its pure form is almost impossible to teach. It needs to be applied to specific cases and examples to be really understood.

For several years Iowa 4-H girls have used an expense account book that incorporated some of these ideas. But this is one of the first moves toward an intense study of money management and an accounting of boys' expenses.

To carry out our program, agents visited each county boys 4-H club to present money management principles. Topics included: What makes money valuable? Where do you get money? What can you do with money? Values and how to go about setting them.



To give members practical experience in these principles, a one-sheet folder, "Money and Me for a Month," was developed. With this, each member could keep track of money on hand at the first of the month, a record of all money received, a day-by-day account of expenses, and a spending plan for the following month.

The spending plan is the heart of the exercise. It is based on last month's expenses and what expenses are expected in the coming month.

Each 4-H'er is expected to keep his own "Money and Me for a Month" for 2 consecutive months. This will give him practice in planning spending and then sticking to the plan. These records are to become part of the current year's record book. All members are urged to keep the record throughout the year for additional experience.

Do I really want to spend money on automobile accessories? Do I really want to spend money on candy? Where did I spend that dollar? Jones County 4-H boys took a new look at their money and how to manage it with the stimulation of questions like these throughout their money management project. Bank visits, worksheets, expense accounting, and spending plans were also featured in the program.



A second phase of the Money Management program was visits to the clubs by a banker. He explained what a bank is, services it can perform, and what bankers expect from customers.

All the county banks were involved in these talks which proved interesting to both members and parents. Bankers were happy for this opportunity to discuss their work, particularly since many 4-H'ers have accounts or loans for their projects with these banks.

Another phase of the money management program was a demonstration on "How to Write a Check" given by local club members. A discussion on "Interest and Credit" also was led by the 4-H members.

During the "Interest and Credit" discussion, each member had a worksheet of 7 interest problems to work out. The first problems were easy enough for younger members to handle. But the problems became progressively more difficult to task the abilities of older members.

Parents have been enthusiastic about the program. Many termed the Money Management program one of the best ideas in years.

We make no attempt to tell members or their parents how to manage their finances. That is strictly their business. The objective of the whole program is to give members an understanding of finances and to help them see where they spend their money.

We ask them to ask themselves, "Is this really how I want to spend my money?" ■



# Homemakers Learn about Legal Rights

*Editor's Note: Miss Vaughn entered Purdue University to work on a doctorate degree last summer.*

by **JANET VAUGHN**, former Home Management Specialist, Vermont

**D**o you know your legal rights? In 1958 many Vermonters apparently felt they did not. Requests were coming into extension offices for information about legal procedures, courts, and law enforcement.

It was these requests which prompted publication of a brieflet, "Your Legal Rights, Part I." At the same time a study program was started for home demonstration groups.

In April 1961, a second program was begun in answer to demands for further material. "Your Legal Rights, Part II" helped many Vermonters extend their legal knowledge.

## *Agents' Training*

Agents started training on the new program at their annual spring conference. Specialists, directed by the home management specialist, cooperated.

The 2-day conference began with agents attending municipal court in Burlington. After court was adjourned, the judge discussed with the agents the cases they had witnessed. The second session included a briefing on legal procedures by the Chittenden County Clerk.

The conference program also included addresses by officials of the Probate Court and Justice of the Peace Court. The Chief Justice of the Vermont Supreme Court reviewed court jurisdiction.

A panel of local and State law officers, the county sheriff, and the municipal court judge discussed law



Attorneys Charles R. Cummings and Robert Gibson, and State Police Trooper Richard Spear (left to right) held a lively question and answer period after their panel discussion on Your Legal Rights for Windham County homemakers.

enforcement. The final phase dealt with an attorney's view of courts and procedures.

An important session for the agents was on methods of presenting "Your Legal Rights, Part II" at the county level. The author prepared a study leaflet in collaboration with a representative of the Vermont Bar Association. The leaflet was designed for agents to use when carrying out this program in the county.

In relaying the information, Chittenden County Agent Aline Coffey arranged a countywide meeting with the county probate judge. This meeting generated interest in both home demonstration members and their husbands. At another meeting a local officer spoke on police protection.

Mrs. Ruth Hertzberg of Windham County used a slightly different procedure. Three major meetings were held with law enforcement and legal representatives as speakers. Mrs. Hertzberg also led smaller groups in discussions of jury duty, selection of a jury, and guides for a witness.

The programs included panel discussions led by the probate court judge, State police officers, and attorneys. Topics covered were methods of choosing and training State police officers, general duties of the state's attorney, types of cases tried in municipal courts, and jury duty.

Mrs. Hertzberg reports, "The audi-

ences appear more friendly and understanding toward law enforcement problems. They have shown high interest, especially in State police protection and functions. The program has been a public service to lay people, law enforcement bodies, and the legal profession."

## *Understanding Border Patrol*

Since Franklin County borders Canada, Mrs. Marlene Thibault arranged a panel of the Chief Inspector of the Border Patrol, a court judge, and other law enforcement officers. They explained how violators are apprehended, possible court action, and how private citizens can aid each agency. Six of these meetings were held in various parts of the county.

Orleans County Agent Marion Buckland held six public meetings with representatives of the county bar association and law enforcement officers. A municipal judge explained his work with juveniles. The sheriff discussed his part in the county's highway patrol program and explained warrants. At another meeting, a lawyer outlined the history of Vermont law.

Open to the general public, all meetings were advertised and well attended by both men and women. Mrs.

(See *Legal Rights*, next page)



# People Will Come

by WANDA BARKLEY, Home Management Specialist, Texas

**F**INGERS of blame point in opposite directions when today's fabrics are ruined. Manufacturers are blamed that the product didn't perform as advertised; homemakers are accused of not using the product according to instructions.

Yes, homemakers today are vociferous about their problems with new products. They know that traditional methods of clothing care, for example, are not adequate today. They face problems in buying and caring for dozens of new fabrics, selecting and using laundry products, buying and using new laundry equipment.

Clothing and equipment dealers and manufacturers, and home economists in business and Extension can all testify to homemakers problems. And a group of these people in Midland, Texas, put their heads together in an attempt to do something about it.

To help solve homemakers, clothing and laundry problems, Pauline McWilliams, home demonstration agent, and representatives of Midland clothing and equipment industries planned an educational program.

## Pressing Problems

The group had to decide on the most crucial problems they wanted to cover in the program. Among other points, they felt that homemakers need to understand:

- Degrees of water hardness (number of grains) and what, if anything, can be done about it.
- When soaps can be used, which detergents to use with water of different degrees of hardness, and which detergents for different type washers.
- Basic principles of home laundering—water temperatures, correct laundry aids, how to sort, when and how to pretreat, methods to use in washing.
- New fabrics require different care than usual laundering methods.

- Meaning of words used in describing new fabric in garments and the care required.

This was a tall order for one time-limited program. But Lily Johnson, southern regional home economist with a large corporation, handled the job of filling in homemakers on such facts.

For an interest getter, the group planned a style show of wash and wear garments. A department store provided both models and clothing.

Garments for all occasions of new fabrics, blends, or natural fibers with new finishes were shown. All were labeled "machine washable." Anna Bines, home service advisor from an electric service company, described the garments, fibers they were made of, and washing instructions for each.

## Campaign for Publicity

Several new ideas were tried to let the public know about this show.

Midland is the shopping center for people within a 75-mile radius. So the committee planned to ignore county lines and invited people from all the surrounding counties who consider Midland "town."

A publicity campaign of 25 news releases, 8 radio spots, 19 radio tapes, 5 TV films, and 2 photos for the press was prepared. This covered all available communication media in announcing the meeting.

Home demonstration agents from Martin - Glasscock, Upton - Reagan, and Ector Counties participated.

Miss McWilliams called on program managers of the radio and TV stations and the women's page newspaper editor with packets of the publicity material. They planned together when publicity would begin, how many news items would be used, and how often.

Miss McWilliams reported that few of the news releases were used; radio and TV spots were used repeatedly; radio tapes and TV films were not used, but pictures were. Other home

agents involved said that their local newspapers had used all the information given them.

## Overflowing Audience

Seats were arranged for an expected 75 people to attend the show. But before the program began, extra rows of chairs had to be set up and people stood 3-deep across the back of the auditorium.

A registration desk at the door proved such a bottleneck it was abandoned—after 105 people had signed in. Registration was intended to show if new people had been reached and what media was most successful in reaching them.

Less than 1/3 of those who registered were home demonstration club members. Most had heard about the meeting on radio and TV; a surprisingly large number had received a personal invitation from Miss McWilliams; a few had read about it in the newspaper.

This group found it a real challenge to plan a program that would interest people enough to get them to the meeting, cover all possible aspects of the laundry problem, yet be short enough that busy homemakers could spare the time to attend.

But we found out—people will come to meetings when needs are being met. ■

## LEGAL RIGHTS

(From page 82)

Buckland has received requests for more meetings of this type.

As a followup to this series of State and countywide studies of Vermonters' legal rights, four leaflets have been published. The leaflets on legal rights will be made available to all Vermonters.

The brieflets have been sent to several schools which asked extension for information on legal rights. This service is an example of cooperation between Extension and other professional agencies.

One agent says, "People now feel that they can read news reports of court proceedings more intelligently. They understand simple legal terms and procedures. They have lost some fear of court appearances as a result of this program." ■



## AGENT "CAPTURED"

(From page 79)

Ars was made an Honorary Texas Citizen by Governor Price Daniel. The Comanche Jaycees voted Ars honorary Outstanding Young Farmer.

"The biggest reason for America's good results in farming is its good people," Ars insists. "Friendship is a two-way channel. If I like people, they will like me. Agricultural people can have the most efficient kind of program, but if they don't like people, the program does them no good!"

County agent Dickson notes that people of Comanche County are learning more about India. Records in the Comanche library show a brisk demand for books about India.

### Future Significance

Prewit sees great possibilities in the powerful influence these agricultural extension trainees can exert when they return to their homelands.

It was not long after Ars arrived until Comanche County farmers and ranchmen were stopping by the extension office to discuss their problems with him. J. A. Cox (right) talks over peanut production with the associate county agent.



"They will carry back a different image of America from the one with which they came," he points out. "They will discover, as Ars did, that people are about the same the world over. As other trainees come to Texas in the future, we hope to make the same thorough preparation and careful planning for their coming."

Dickson, through his preparations

for the visiting associate agent, expressed an important predicate in international relations: If we are to have a better understanding of people from other countries, we must prepare and work for this understanding. Only then can we cultivate their friendship and give them the occasions to reveal the full range of their personalities. ■

## EVALUATION ATTITUDE

(From page 77)

behavioral change his teaching should produce.

Behavior, when considered as the result of education, may be in terms of an improvement in skill, better understanding of a concept, increased ability to solve problems, changed attitude, appreciation of different things, shifting of values, change of interest, or increase in knowledge. Evaluation is made in terms of evidences of these changes in behavior.

To overcome this barrier we must acquire the ability to record these changes in an orderly manner. We may first need to ask the help of an expert to develop a working knowledge of the principles and procedures necessary for evaluating our educational efforts. This will enhance our ability to evaluate as well as challenge us to do it.

Do we avoid anxiety and failure by refusing to critically evaluate our own activities? Is it easier to maintain professional and personal *status* if we limit our evaluation efforts to broad

generalizations which assure us we're doing a pretty good job?

If properly implemented, the "evaluation attitude" can provide opportunity to take a critical look at ourselves and our activities and discover the means for improving our educational efforts.

Evaluation is implicit in all intelligent human activity. It represents the guiding mechanism which makes our educational efforts intelligent and worthwhile.

Through effective evaluation, involving the active participation of our clientele, we can actually increase our status as educators. Evaluation of this sort provides information concerning progress and accomplishments among our clientele.

### Using the Attitude

Change is inevitable. By developing the "evaluation attitude" the extension educator becomes armed with a weapon that enables him to help society achieve desirable changes. And it enables him to help prevent changes which are considered undesirable.

To develop this attitude one must

recognize and overcome the barriers of tradition, security, understanding, and status. In the interests of our democratic society the educator should strive to impart this attitude to his clientele.

One might consider evaluating as high level learning because it calls for critical thinking and application of the scientific method to problem situations. If an important goal of the Cooperative Extension Service is to develop the capacity and ability for self-education and continued learning among people, then learners as well as teachers must acquire the "evaluation attitude."

Application of this attitude to all facets of adult education will provide a firm basis for new approaches to securing the maximum benefit from our human and educational resources.

If we approach our responsibilities with the "evaluation attitude," we will be in a better position to determine when the well-worn road becomes obsolete. If critical examination shows we are following a byway instead of a superhighway, then it is time to recognize and overcome the barriers to the "evaluation attitude." ■



# New Twist for Old Methods

by **MRS. ESTHER N. LaROSE**, Augusta County Home Demonstration Agent, Virginia

SOME people claim there's nothing new under the sun. But a familiar teaching method in a new situation can result in new lessons for extension agents.

Augusta County has a growing urban and rural nonfarm population. We are increasingly aware of the need to tailor our programs and teaching methods to reach and serve this expanding audience.

Last year we tried two teaching methods. These are familiar to many perhaps, but they were new to Augusta County.

The first was young homemakers' house furnishings school. With the aid of Ruth Jamison, house furnishings specialist, we covered a different phase of house furnishings in each of five meetings. Subjects included: planning house furnishings, money management in house furnishings, windows and backgrounds, buying rugs and carpets, use of accessories, and buying furniture keyed to your income.

Some students traveled 25 miles or more to attend the classes, scheduled the same evening for 5 successive weeks. Interest was high throughout the course, with an evaluation showing interest in other classes.

Classes were informal, with opportunity for participation. Following the meetings, the students and their husbands toured two local furniture stores.

## On-the-Air Classes

Upon completion of the school, we decided to follow up with a radio school. In planning for this, I discussed the idea with the local station's program director and farm and home announcer. They supported the idea and promised to help.

A special radio tape inviting prospective students to sign up was played several times a day for 10 days before the enrollment deadline.

Details on the school were given on regular radio broadcasts several weeks before the school.

The radio school had 74 enrollees. Two-thirds of the group had little, if any, previous direct contact with extension. Twenty-four were home demonstration club members.

The school ran for 5 weeks, using virtually the same format as the young homemakers school.

On the day each session was presented on the radio, the local daily paper ran a newspaper column on the same subject. Bulletins or mimeographed information on each subject were sent to enrollees weekly.

The school had a number of listeners besides those actually enrolled. This was determined from casual contacts and requests for bulletins.

## Evaluation Report

Evaluation forms were sent to all enrollees after the first two classes and again at the end of the series. Practically all felt that a series of broadcasts on a specific subject was an excellent way to receive information.

Most of them were not ready to use the information immediately but planned to use it later. Most did not feel the need for additional information on the subjects covered but several requested bulletins on specific problems.

Some typical comments included: "The information was thorough and helpful. I hope to use it in my own home later . . . I would be interested in suggestions on equipment arrangement in kitchens . . . I arranged to have a sit-in listener take notes for me when I had to miss one of the broadcasts."

Radio management felt the school was a success. They were impressed by the number of enrollments and favorable comments from listeners. So we are going ahead with plans for additional schools.

These methods point the way to serving special groups. The same subject matter was used in more than one way, thus making better use of preparation time. This demonstrated how we can reach a large number of people with minimum effort. ■

# Recreation Area Rallies Interest

by **HUGH CULBERTSON**, Assistant Publications Editor, Michigan

STEEL fences, basketball courts, and picnic stoves do not grow to maturity in one season. Nor do rubble and trash disappear in a day.

In fact, two Michigan extension workers are still seeing growth from seed they planted 4 years ago on a 2-acre plot in Mount Morris Township, just north of Flint.

The whole thing started when local Lions club officials decided to do something about developing a recreation area on the plot. They consulted Eugene F. Dice, extension agent for community services in Genesee County.

Dice and Harold Shick, then Michigan State University park management specialist, visited the area.

First step in the extension workers' proposed program was a big cleanup. Thirty members of the Beecher Lions Club spent a day getting rid of litter and they constructed two picnic tables.

At this point, the Beecher Metropolitan District began supporting the project. State law allows a metropolitan district to provide recreation facilities through township tax levies. And B.M.D. includes part of Mt. Morris and nearby Genesee Townships.

B.M.D. fenced and seeded the area. More picnic tables, grills, a basketball court, a merry-go-round, swings, and rest rooms were installed.

## Spreading Idea

About 800 children plus parents and friends use the area. The project's success stimulated similar efforts in several nearby communities.

Resulting consciousness of the need for play areas has also led zoning officials to set aside more locations for recreation.

"As in most such projects, progress is slow," Dice points out. "The Beecher Metropolitan District needs at least six community parks for its 18,000 people. But a start has been made where it counts—in peoples' minds." ■



## STATURE

(From page 77)

short courses in specific subject-matter fields. Correspondence courses provide a useful educational service.

Actual field experience—on-the-job training—is valuable in perfecting skills and strengthening technical knowledge. Clinics and workshops are important as refreshers and for appraisal of new information and technology.

Formal academic instruction is available in all subject-matter fields.

The combined resources of business and industry, public and private agencies, colleges and universities have been successful in furthering continued education among adults.

An example of cooperative effort for professional improvement was a workshop at the University of Massachusetts in 1960. A short course in Continuous Forest Inventory, with instruction by a team of U. S. Forest Service and I.B.M. personnel, attracted 55 participants from government, industry, and private enterprise. Participants came from as far as Colorado, Florida, and several Canadian Provinces.

Why? The subject matter was new, useful, and had not been available before from the team which had developed and refined the techniques of this inventory system.

### *Esteem of Business*

The importance and value placed on professional improvement by leaders of industry, business, and government is evidenced by the large sums of money spent each year for such programs.

Just how do highly successful industries and government agencies regard professional improvement and what are they doing about it?

F. D. Leamer, personnel director, The Bell Telephone Laboratories, reported: "In a business such as ours, where much of the work is carried on at the frontiers of engineering knowledge, graduate training is essential for our technical staff.

"New employees whom we hire soon after graduation with bachelor's degrees we send through our part-time Communications Development Train-

ing Program. . . . The program comprises 56 semester hours of graduate level course work and a number of special laboratory assignments. Three-quarters of the course work is taken at the New York University Graduate Center at Murray Hill, and leads usually to the satisfaction of master's degree requirements at the end of the second year.

"For our older employees we encourage continuing graduate training under our Graduate Study Plan at nearby universities of their choice. We reimburse these employees in full for tuition."

D. F. McKay, replying for the Weyerhaeuser Company, points out: "Several nearby forestry schools periodically sponsor short courses in such subjects as forest soils, photogrammetry, forest pests, and forest inventory methods. Our company sends men to such courses with the idea of assisting the men and the company in keeping abreast of recent developments in these activities.

"The second source of post-college education is the seminar of which the best known example is Yale Industrial Forestry Seminar . . . We plan to have our men attend those seminars held in parts of the country other than in which they are employed.

"In the third place, our company grants leaves of absence to foresters who reach the decision to further their career through study for graduate degrees."

Let us take a lesson from industry in their concepts of professional improvement values.

Professional improvement, or continuing education, should be considered as one base upon which stature is established. ■

## EDUCATOR'S ROLE

(From page 75)

repetition of cliches. It is free, independent, creative decision-making.

What may this mean specifically to those who work with families in a university extension program? I suggest three characteristics of such programs, based on a look at today's families wherever they live and on social trends affecting family life.

First, extension programs for families need to emphasize development of

(a) consumer ability to evaluate what his or her own family actually needs and (b) a disposition to act on such thoughtful decisions. This would be in contrast to a consumer habit of following specific "recommendations" of producers, salesmen, home economists, and other authorities.

Second, extension programs for families need to emphasize development of a sense of responsibility for the common good, competence in co-operative effort, and understanding of the social factors affecting the family.

Third, extension programs for families need to include both sexes as students, teachers, and administrators who are directly prepared for the job.

### *Understanding in Depth*

The entire new resident program in this college is now designed to help students understand in some depth the significance of family life in the building of a nation and world, and the function of professional services for families, in a free society. This includes professional services whether by an extension worker, consumer representative in business, dietitian, or housing, food, or textile specialist.

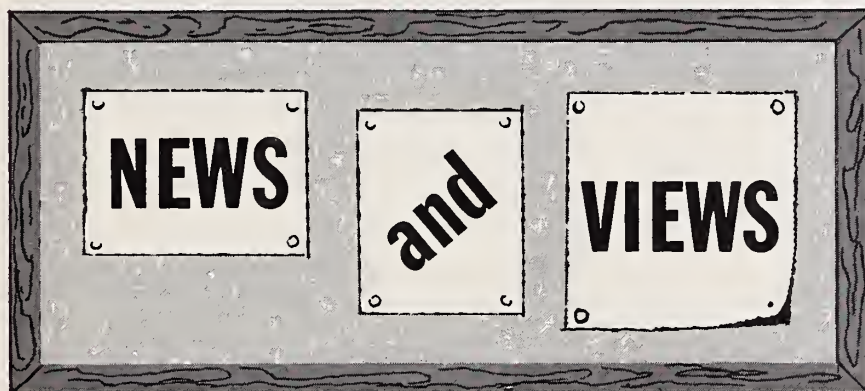
Almost every hour in the life of a family and undoubtedly in a business enterprise (agricultural or otherwise) requires decisions. Contributing to this process, the producer, the distributor, and even certain social agencies may properly attempt to sell, persuade, and direct. But the educator whose job is to enlighten and strengthen life in a free society, where decision-making rests with the people—what is his responsibility?

Each of us answers this question day after day in our actions on the job. We demonstrate our faith in certain values, such as the potential of human beings for growth and responsible self-government. In critical situations, we will do some selling and some directing, as we do with a child in front of an oncoming car. But as we mature in the job of educators, we may become less and less the "General" and more and more the proposer of alternatives, assistant analyzer of factors and values, and encourager of experimentation. All this is headed toward the goal of increasingly competent, free, independent, creative decision-making! ■





"A Safer American Agriculture" was a featured panel discussion during the 1962 President's Occupational Safety Conference in Washington. Panel members were: (left to right) W. B. Wood, director of extension, Ohio, and Chairman, National Conference for Farm Safety; W. E. Stuckey, extension specialist in safety, Ohio; Carlton Zink, Deere and Company; Dr. Richard G. Pfister, extension agricultural safety engineer; Michigan; Dr. John B. Claar, associate director of cooperative extension, Illinois; J. E. Crosby, FES; Edward S. Adams, chairman-elect, National Conference for Farm Safety (missing); and Marvin J. Nicol, assistant general manager, National Safety Council.



## Monthly Revisions in Publications Inventory

The following new titles should be added to the 1962 Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. *Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.*

- F 1443 Dairy Cattle Breeds—*Revised Jan. 1962*
- F 2174 The Tobacco Budworm—How to Control It—*New (Replaces F 1531)*
- F 2175 Equipment for Cooling Milk on the Farm—*New (Re-*

*places F 2079 & F 1818)*

- F 2178 Part-time Farming—*New (Replaces F 1966)*
- F 2179 Father-Son Agreements for Operating Farms—*New (Replaces F 2026)*
- F 2182 Growing Summer Cover Crops—*New (Replaces F 1750)*
- G 80 Home Propagation of Ornamental Trees and Shrubs—*New (Replaces F 1567)*
- L 392 Fleas—How to Control Them—*Revised Jan. 1962*
- L 403 Chiggers—How to Fight Them—*Revised Dec. 1961*
- L 501 The Old House Borer—*New*
- L 502 Spider Mites on Cotton—*New*

## Western Winter School Draws 87 Students

Arizona's first Western Regional Extension Winter School attracted 87 Extension workers to classes in Tucson during February.

Students came from 24 States and 10 foreign nations. They included county agricultural agents, home agents, 4-H agents, State specialists, and supervisory personnel. Foreign Extension officials enrolled were in the U. S. under an Agency for International Development (AID) program.

Most students took the schooling for graduate credit. Generally, each enrolled in 2 courses during the 3-week period and was able to obtain 4 semester hours of academic credit.

Dr. George Hull, director of the Arizona Cooperative Extension Service, said response to the school was excellent. "Enrollment was not large in terms of numbers, but the broad representation of States, and the interest of those participating were quite outstanding."

Arizona reports that one application for the 1963 Winter School has already been received.





# COTTON

## Takes on New Shapes

**W**HAT's happening to cotton? No longer a one-season fabric, cotton comes in every weight and weave imaginable. Consumers can take their choice of sheer, crisp, napped, nubby, polished, embossed, or knit cottons.

Consider the new qualities of the fabric, too. Stretchable; machine-washable; wrinkle, rain, and heat-resistant cottons have all been developed for today's homemakers.

One new development is cotton that stretches. USDA scientists have developed methods of manufacturing cotton stretch yarns and fabrics that should be on the market soon.

This stretchiness will make cotton more useful in many clothing items—bathing suits, hosiery, sweaters, dresses. The material will also be more adaptable for slipcovers and auto upholstery.

New wash-and-wear finishes have resulted in virtually "self-ironing" men's shirts. These finishes last the life of the garment whether washed at home or commercially.

Another development, not yet on the market, on men's shirts may make collars and cuffs longer-lasting. A cotton interliner, treated for wash-and-



Cotton yarn that can take more than 200 percent stretch and return to its original shape, as demonstrated here, has resulted from USDA research.

wear qualities, is bonded to outer layers of untreated cotton cloth.

The finished fabric not only has excellent wash-wear qualities, but also has high resistance to fraying or abrasion.

### *Three-in-one Treatment*

Brightly colored cottons that can be washed and worn, yet stay crisp and colorful after repeated washing are in prospect. USDA scientists have developed a chemical treatment that will give cotton all these properties in a single operation.

Starch, giving permanent crispness, and dye, giving long-lasting color, can be added at the same time as chemicals which produce a good wash-wear finish. All "take" well together.

This same process may be used to make cottons resistant to fire, heat, rot, and mildew. They may even make the fabric repellent to water and oil.

Now on the market is a water-proofing finish for outer wear. Today cotton accounts for about 60 percent

of all goods purchased by rainwear manufacturers.

Cotton ironing pads, covers, and press cloths that are scorchproof and heat resistant have been developed by USDA researchers. Also on the market are rot-resistant awnings and cotton used in outdoor furniture.

Cotton goods finished for flame-proofing retain this quality through 15 washings according to laboratory tests. Resistance to flames, oil, and water have made possible many new industrial uses for cotton.

Brighter and better cottons with more versatile uses are in store for American consumers through agricultural research. ■

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 12 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.